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ABSTRACT

The information sources most frequently used by students at the University of California, Davis, and the effectiveness of these campus resources among students, faculty, and staff members were surveyed using two mail questionnaires, which are appended. Responses were obtained from 364 student and 148 faculty and staff. Use of four different media was assessed: newspapers, radio, bulletin boards, and campus publications. Findings include the following: the most common information source for students was other students; the most popular forms of printed material used by students for campus activities and general information were the "California Aggie" and campus bulletin boards; students most often chose the "General Catalog" for academic and functional information; students did not always find printed material to be a satisfactory form of information transmission; students used campus publications to obtain activity information but not to determine where to go for counseling; differences in sex, class standing, and local residence had little effect on students' information-seeking behavior; students were often unsure about the difference between an adviser and counselor; and students were slightly more likely to select peer-operated services, while staff and faculty were somewhat more likely to select, or refer students to, the formal, staff-operated units. A bibliography is appended. (Author/SW)

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THE CAMPUS INFORMATION SYSTEM: IS ANYBODY LISTENING?

University of California, Davis

U.S. DEPARTMENT OF EDUCATION
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Susan Holtzer Jones
Office of Student Affairs
Research & Information
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EXECUTIVE SUMMARY

This study examines the campus resources students use to obtain information and evaluates the effectiveness of these information sources to communicate to students, faculty and staff members. A questionnaire was mailed to a random sample of 740 students and 222 faculty and staff; 364 students (which represents a 50% response rate) and 148 faculty and staff (representing a 71% response rate) responded.

The major findings from this study are:

1) The most common information source for students is other students.
2) The most popular forms of printed material used by students for campus activities and general information are the California Aggie and campus bulletin boards.
3) For academic and functional information, students most often chose the General Catalog.
4) Printed material is not always a satisfactory form of information transmission, according to students. Although students use campus publications to get activity information, they do not use this source, for example, to find out when or where to go for career advising, or to resolve a personal crisis/problem.
5) Differences in sex, class standing, and local residence have little effect on students' information-seeking behavior.
6) Students are often unsure of the differences among various student services on campus. For instance, the survey turned up frequent confusion between Adviser and Counselor. In addition, some unit names underwent strange transfigurations. The Work-Learn and Career Planning & Placement Center led with 11 different titles, including Career Center, Job Counseling Center, and Career Development Center.
7) Students are slightly more likely to select peer-operated services, while staff and faculty are somewhat more likely to select (or refer students to) the formal, staff-run units.

The results of this survey suggest that students are selective users of campus communication sources. Although students' choices of information sources vary with the issues and the importance of the issues at hand, fellow students still remain the first information source. It was not apparent from the survey why students do not choose campus publications other than the California Aggie and General Catalog more frequently to answer questions (especially non-academic questions). One possible explanation is the absence of a uniform but comprehensive information source readily available to students; this lacking may add to students' confusion about campus services. These tentative conclusions indicate that campus staff and departments, especially those responsible for communicating to students, should closely review their publications and information distribution system together to determine the most effective and efficient way to keep students and staff aware of services, activities and current information.

INTRODUCTION

A university, by its very nature, is an information system. Yet it consistently has problems disseminating information to students. While professors organize the flow of intellectual ideas, information about the practical necessities of everyday campus life is distributed randomly, on a hit-or-miss basis.

Although there have been studies of media use among the general population, standard mass media models are only marginally applicable to campus patterns. Recent studies indicate that information source preferences are related to certain demographic factors, levels of education and personal need (Rees, Paisley 1966; Parker, Paisley 1966; Williams et al 1977). These studies, however, do not take into account two major differences between the off-campus environment (in which these studies were conducted) and the campus environment.

First, general population demographics are of limited use in analyzing the campus system: campus populations are more homogeneous. Such conventional variables as education, income or occupation are meaningless; among college students, it is more important to distinguish differences by such factors as class standing, major field, and whether the students live in university housing.

Second, most of what is customarily included in the category of mass media either cannot be found or exists in a form on the campus that differs radically from its off-campus form. Television, magazines and books are not available in the normal sense. UC Davis, for example, relies instead on publishing numerous fliers, newsletters, and posters, some of which focus on a particular campus service or topic. This information may be transmitted to a general audience through campus media sources that include a limited student-run daily newspaper, special booklets and brochures, a campus radio station, and bulletin boards (including telephone poles, blank walls and other surfaces). In addition, information for a select campus population can be distributed through mass mailing. Given the campus' almost exclusive reliance on these information sources to advertise activities, programs, and services, data is needed to determine which ones students actually use, the extent to which they are used, and for what purpose. Therefore, the survey was designed to

1) determine what information sources are most frequently used by students; and
2) evaluate the effectiveness of these information sources among students, faculty and staff.

METHODOLOGY

A random sample of 740 students was mailed a five-page questionnaire (Appendix I) in March, 1981; a follow-up letter was mailed to all nonrespondents after three weeks. Twelve surveys were returned as undeliverable, leaving a sample of 728. A total of 364 surveys were returned, for a response rate of exactly 50%. The student respondents were 45% male and 54% female, with a median age of 20.5 years. Eighteen percent were freshmen, 21% sophomores, 20% juniors, 24% seniors and 18% were graduate or professional students. They had spent an average of six quarters at UC Davis, and had a mean GPA of 3.09. Respondents were predominantly white (84%) or Asian-American (11%); all but 5% were United States citizens. Twenty-nine percent lived in University housing, and slightly less than half were employed, either part- or full-time.

A companion survey was sent through campus mail to a random sample of 222 faculty and staff members (Appendix II). A follow-up letter was sent after three weeks, and a second questionnaire was sent two weeks later to those who still had not responded. Of the original sample, 12 were undeliverable, leaving a sample of 210; 148 questionnaires were returned for a response rate of 70.5%. Among faculty and staff responding to the survey, 58% were male and 42% were female. On the average, they had been employed at UC Davis for seven and a half years, and slightly under one-third had formerly been Davis students. More than half worked in academic departments, and two-thirds reported at least some contact with students during the week preceding the survey. (Appendix III shows the student and staff respondents' demographic characteristics in detail.)

Because this study is intended to be preliminary and descriptive, certain measures normally taken to help ensure the absence of sampling and response biases were not taken. Accordingly, while there is no reason to suspect bias, survey findings should be regarded with some caution.

STUDENTS' USE OF INFORMATION SOURCES

To determine what campus media students actually use, the questionnaire contained a series of items designed to measure use of four different types of media: newspapers, radio, campus-wide publications and bulletin boards.

A. Newspapers

Respondents were asked to indicate which days (Monday through Friday) of the preceding week they read each of eight area daily newspapers. "Regular" readers of each paper were defined as those who had read the paper three or more days that week.

Based on this definition, 78% were classified as regular readers of the California Aggie, and this proportion was generally persistent across demographic categories. The only difference was among graduate/professional students, only 58% of whom were regular Aggie readers.

Aggie readership varied slightly across the week. Readership was highest on Monday (79%), and lowest on Thursday (72%) and Friday (71%), perhaps mirroring patterns of Monday-through-Thursday classes.

Fewer students (44%) regularly read another daily newspaper. Those who did, read primarily the San Francisco Chronicle, the Sacramento Bee and the Davis Enterprise.

Respondents were asked which of six newspaper sections they read regularly, and these responses were then analyzed for regular Aggie readers. The findings indicate that certain demographic characteristics are correlated to specific Aggie sections.

Nearly all readers said they read the news regularly. Forty percent read the sports section regularly. (Comics were read regularly by 68%, more often by women.) Sports readership was high among men and among dorm residents. In addition, women were more likely to read the classified section regularly; so also were freshmen and dormitory residents. However, readership declined as class standing increased among the readers of the sports and classified sections. Fifty per cent read the entertainment portion of the paper; again, more women than men were regular readers. However, reversing the direction of the previous sections, entertainment was more likely to be read by non-citizens, off-campus residents, and graduate/professional students.

B. Radio

Although a large majority of respondents are regular listeners (i.e., nearly every day), radio data produced no particular patterns. Seventy-eight per cent said they listen to the radio regularly--53% in the morning, 43%

during the day, and 64% in the evening. More than 35 different radio stations were mentioned; KZAP, a clear but not substantial leader, was used by 9% of morning listeners, 15% of daytime listeners and 14% of evening listeners. Less than 5% of the respondents listened to KDVS in any single time period.

C. Other Campus "Mass Media"

As noted, UC Davis produces a variety of campus publications (in the form of booklets, brochures or special event calendars), many of which are intended to carry a wide range of information covering multiple subjects or areas of campus services, and intended for ongoing, day-to-day use.

Prior to the survey seven publications were identified in this category as broadly intended for regular use and aimed at a mass audience (i.e., all students rather than a segment). This group excluded such special interest publications as departmental newsletters or individual unit brochures in order to focus exclusively on mass media. Respondents were given the list of publications and asked which they had in their own room or apartment, on the assumption that possession was an indicator of use. Table 1 shows the following responses:

TABLE 1

POSSESSION OF CAMPUS PUBLICATIONS

PUBLICATION	PERCENT POSSESSING
UCD Catalog	93
Class Schedule and Room Directory	89
Student Directory (Student Viewpoint)	72
Campus Film Calendar	46
Campus Directory (Staff Directory)	36
"People and Places" (Orientation Guide)	25
Campus Recreation Guide	25
Other	14

The three publications that are the clear leaders--UC Davis General Catalog, Class Schedule and Room Directory, and Student Directory (included in Student Viewpoint)--all share a common academic function. Recreation-oriented material, such as the "Film Calendar and the Recreation Guide," are further down the list with People and Places, which provides information about campus services. People and Places, it should be noted, is distributed primarily through orientation activities rather than being generally available campus-wide.

Interestingly, in the "Other" category, students mentioned the names of 25 different campus publications. The list included material from academic departments, college offices, sports clubs, services--everything, in fact, from literary magazines to local bus schedules. While 25 individual mentions may seem a large number of different responses to an open-ended "other" question, it in fact represents a miniscule proportion of the total possibilities. The context may be clearer if it is noted that in a single year, Student Affairs units alone distributed a total of 129 different brochures, handouts, newsletters, etc. ("Directory of Publications", Office of Student Affairs, 1974).

The number of different publications mentioned, coming from so many different sources, suggests the existence of a thriving "specialized media" operation for a variety of special interest audiences. How this special-interest operation functions, what areas are covered and/or ignored, and how effective the total operation is at communicating necessary information are each important items for future research.

D. Bulletin Boards

One information source most prevalent on campuses is the "broadside"--that single sheet of paper quickly printed and slapped on walls, bulletin boards or distributed in the streets.

Because Davis maintains reasonably stringent controls over bulletin board use and poster placement, there is a relatively small amount of unauthorized or random posting of material on walls, telephone poles, etc. Therefore, respondents could be questioned about specific bulletin board locations as well as general use of boards.

Eighty-two percent said they read at least one bulletin board regularly--more than the number who read the Aggie regularly--and 40% said they read more than one board regularly. The boards in classroom buildings (59%), followed by those at departmental offices (32%) and the bulletin boards at the Memorial Union (23%) are regularly read more often than those at the student's office or workplace (15%); only 10% said they read outdoor kiosks regularly.

Because bulletin-board communication is a hit-or-miss affair, an attempt was made to determine what type of information students actually received via this medium. Respondents were asked what specific piece of information they could recall having found out from a bulletin board, and 65% were able to cite a particular item. Information remembered is shown in Table 2.

TABLE 2

INFORMATION RECALLED FROM BULLETIN BOARDS

TYPE OF INFORMATION RECALLED	PERCENT CITED
Entertainment	33
Academic/departmental (e.g., meetings,class changes)	25
Lectures, workshops, etc.	11
Personal help (rides, jobs, etc.)	9
Recreation/sports opportunities	7
Campus special events (blood drive, etc.)	5
Items for sale	3
Political information, events	3
Other	1

Of those who could remember something specific, 40% mentioned entertainment or recreation information, while 36% noted academic-oriented information such as departmental items, or special lectures, workshops and seminars.

Virtually all the items that students remembered were specific events rather than general information. Students remembered reading information about a particular concert, speech, ski trip, or political rally, rather than, for instance, what services the Counseling Center provides. Even academic department information was usually in the nature of departmental meetings, class changes and the like, rather than program descriptions or other more general material. Thus, units might find using bulletin boards more effective in publicizing a special service or activity, rather than for communicating general service information.

INFORMATION SOURCE PREFERENCES

To define those information sources that students preferred in various situations, the questionnaire posed a series of 15 hypothetical questions, preceded by the following introduction: "People use different types of information sources for different reasons. For the following questions, circle the number indicating which information source you would be most likely to use first if you needed an answer to that question." Each question began with the phrase "Where would you go to find out..." Three impersonal and three interpersonal source choices were given, selected to reflect the various information sources customarily available on campus.

The three impersonal sources were the "Cal Aggie," "Other campus publications" (which includes a huge number of miscellaneous publications ranging from the General Catalog to departmental newsletters to individual unit brochures), and the non-media source "campus office" (which includes academic, administrative and student services offices). Campus office was selected as an impersonal source because it did not imply the deliberate selection of a specific individual. Therefore, it seemed acceptable to conclude that a student making this choice has a service rather than an individual in mind. In addition, campus offices often provide information through such impersonal mechanisms as bulletin board listings or information files.

Interpersonal sources were also divided into two categories. Expert sources included "Faculty member" and "Individual staff member," while the non-expert source was "Fellow student." Family was excluded in order to focus solely on campus sources.

Four categories of questions were established. The questions were divided first into "academic" (i.e., directly class-related matters) and "nonacademic" categories, and then into "functional" and "personal" categories. Functional questions were those relating to the practical necessities of everyday campus life, such as University regulations or finding a roomate; personal questions dealt with the self, covering areas such as individual preferences or psychological concerns.

Thus, there were four sets of campus-specific questions--academic/functional, nonacademic/functional, academic/personal and nonacademic/personal. In addition, a fifth category called "Activities" was included that covers information largely external to campus life.

A. Interpersonal vs. Impersonal Sources

A primary focus of this survey section was to determine whether or not students are more likely to use interpersonal sources for personal questions, and impersonal sources for functional and activity questions. The list of responses in Table 3 suggests that students do indeed select interpersonal sources more often for personal questions, and impersonal sources for functional questions.

The differences in fact, are substantial. Respondents selected an interpersonal source over 73% of the time for academic/personal and nonacademic/personal questions, but only 33% of the time for academic/functional and nonacademic/functional questions, and only 19% of the time for activity questions.

TABLE 3

STUDENTS' SELECTION OF CAMPUS INFORMATION SOURCES
FOR FIVE TYPES OF QUESTIONS

(in percent of students answering each type of question)

TYPE OF QUESTION	INTERPERSONAL SOURCES				IMPERSONAL SOURCES			
	Fellow Student	Faculty Member	Staff Member	Total	Campus Office	Aggie	Other Publ.	Total
Academic/ Personal	19	42	17	78	17	0	5	21
Nonacademic/ Personal	58	2	13	73	20	1	6	27
Academic/ Functional	6	20	7	33	21	2	44	67
Nonacademic/ Functional	14	10	9	33	43	15	9	67
Activity	18	0	1	19	7	46	28	81

Two characteristics, class standing and local residence, showed a small but statistically significant relationship to source selection. As class standing increases, the number of times that interpersonal sources were mentioned for any type of question dropped off slightly ($r=.125$, $p<.01$), indicating that dorm residents are slightly more likely to select this type of source.

B. Student Preference Among Interpersonal Information Sources

In addition to these figures, the data indicate certain relationships between types of questions and information source selections.

Table 4 indicates that students have strong source preferences for different types of questions.

Faculty members, predictably, were more likely to be selected for academic than for nonacademic questions and, perhaps less predictably, most likely to be selected for academic/personal questions, such as what to do about test-taking problems. Because faculty members are an interpersonal source, this finding seems to strengthen the notion that students are more likely to use interpersonal sources for personal questions. In addition to being selected most often for academic/personal questions, faculty members were also selected by 29% as the source of information about a part-time job in their field.

Fellow students were more likely to be used as an information source for personal than for impersonal questions, and most likely to be sought for nonacademic/personal questions.

Staff members were also more likely to be selected for personal questions and, within that category, somewhat more for academic than nonacademic questions.

C. Student Preference Among Impersonal Information Sources

Among impersonal sources, the Aggie was used primarily for information about campus activities. It was also selected by 35% as the source for finding a new roommate. Other campus publications were most frequently selected for two of the three academic/functional questions.

The use of "campus office" was perhaps the most diffuse--and therefore the most interesting--of the group. Overall, this impersonal source was selected most often for nonacademic/functional questions; however, as Table 4 indicates, it was in fact selected frequently for a wide variety of questions, personal as well as functional.

It is important to note that there is a specific campus unit charged with providing help to students for each of the questions on the survey. Therefore, questions that elicited an unusually high number of "campus office" responses presumably suggest that units responsible for answering those questions may have been successful at publicizing or communicating their availability to students. An alternative possibility as to why students selected interpersonal sources for functional questions is that the campus services in those areas are less visible, or that students consider them, for whatever reason, inappropriate.

TABLE 4

STUDENT SELECTION OF CAMPUS INFORMATION SOURCES

FOR 15 QUESTIONS

(in percent of each question)

QUESTION	INTERPERSONAL SOURCES				IMPERSONAL SOURCES			
Where would you go to find out:	Fellow Student	Faculty Member	Staff Member	Total	Campus Office	Other Campus Publ.	Aggie	Total
ACADEMIC/PERSONAL QUESTIONS								
What to do about test-taking problems?	22	21	16	59	34	6	0	40
What to do about flunking a chemistry midterm?	11	67	16	94	4	2	0	6
Whether you would enjoy majoring in psychology?	24	38	20	82	11	6	1	18
NONACADEMIC/PERSONAL QUESTIONS								
What to do about frequently putting off important tasks or decisions?	41	5	19	65	29	6	0	35
How to make more friends?	78	0	5	83	9	5	2	16
What to do about feeling depressed a lot of the time?	54	0	15	69	23	7	1	31
ACADEMIC/FUNCTIONAL QUESTIONS								
What courses will fulfill the humanities requirement?	4	15	4	23	14	63	1	78
The deadline for dropping a course?	8	1	3	12	24	58	6	88
How a sophomore can get into an upperclass course?	5	45	16	66	25	10	0	35
NONACADEMIC/FUNCTIONAL QUESTIONS								
How to get a part-time job in your field?	6	28	12	46	50	1	3	54
How to replace a roommate who has moved out?	15	0	6	21	39	5	35	79
How to solve child-care problems?	21	2	11	34	38	20	8	66
ACTIVITY QUESTIONS								
What movies are playing on campus tonight?	13	0	0	13	3	24	60	87
Where to buy a cheap used bike?	30	0	0	30	3	5	63	71
Where to get photography lessons?	11	1	2	14	17	56	13	86

This line of reasoning, however, must be approached with great caution. Many other factors, such as demography or culturally-taught behaviors in seeking help or information, may have an impact on information-seeking.[1] The data presented here cannot be used to draw conclusions about the causes of student source preferences.

[1] Analysis of information seeking according to class standing, sex and residence showed extremely small relationships that, although statistically significant, were so small as to be of no practical significance.

COMMUNICATION OUTCOMES

The preceeding sections of this report describe students' use of the campus communication system. However, they do not evaluate the effectiveness of that system. This section examines two different types of communication outcomes. First, it considers what facts people actually know--e.g., what a peer adviser is; second, it attempts to measure the degree of awareness of campus services--e.g., whether people think of peer advisers in regard to particular questions or problems. These two kinds of outcomes may be called "Information Outcomes" and "Resource-Awareness Outcomes."

In addition to categorizing communication outcomes, information is also categorized as either "Intelligence Information" (Le Breton, 1969) or "Marketing Information" (cf. Kotler, 1975). Intelligence Information is defined as required knowledge for a necessary function or activity. Marketing Information is defined as knowledge of an event, fact or circumstance utilized by an individual in making discretionary choices or decisions.

In order to obtain a certain amount of depth in studying communication outcomes, the study was limited to three Student Affairs units--Advising Services, the Counseling Center and the Registrar's Office. The first two were selected for their similarities. Both provide optional, "helping" services to students who want to take advantage of them; therefore, information about these units can be categorized as Marketing-Information. The Registrar's Office was selected for its differences from the other two--nearly all services of this unit are necessities of campus life, used by all registered students. Therefore, information about the Registrar's services is primarily Intelligence-Information.

A. Information Outcomes

A series of 14 multiple-choice questions designed to test respondents' knowledge of the various activities, services and related terminology of the three units being studied was asked of both students and staff. Because the contents of the questions were not validated, this section of the study should be considered only suggestive.

Results, as listed in Table 5, indicate that students are more likely to be familiar with these terms than are staff. A higher proportion of students than staff gave correct answers to every one of the 14 questions. The mean "information score" for students (i.e., the mean number of questions answered correctly) was 10.4, significantly higher than the mean staff score of 8.8 ($t=6.4$, $p<.01$).

TABLE 5

STUDENTS AND STAFF KNOWLEDGE OF 14 UNIVERSITY TERMS

TERM DEFINED	PERCENT OF TERMS CORRECTLY DEFINED		
	Students	Staff	Staff with Student Contact**
INTELLIGENCE INFORMATION			
Prerequisites	99 *	94	99
Cumulative GPA	97	94	97
Graduation Credits	90 *	79	80
Breadth Requirements	77 *	60	71
Minimum Progress Requirements	56	49	58
MARKETING INFORMATION			
Peer Counselors	89	84	90
PELP	89 *	69	75
First Resort	88 *	60	65
Peer Advisers	85	79	88
EOP	84	80	82
Challenging Courses	70	69	75
The House	63 *	33	49
Pre-law Advising	55 *	35	39
People & Places	20 *	10	11

* χ^2 significant at .05 or less.

** Note that staff with student contact are not necessarily in departments dealing with the subject matter in question.

Several campus demographic variables were significantly related to students' Information Score. However, all the relationships were very weak. Scores were less likely to increase with increase in the number of quarters a student has been at UC Davis ($r=.21$, $p<.01$); scores are likely to decrease with age ($r=.19$, $p<.01$). In addition, women were slightly more likely to have higher scores than men ($t=2.74$, $p<.01$).

Class standing does not show a significant correlation with total information score; however, when examined for individual questions, class standing is significantly related to correct answers for 10 of the 14 questions. The data indicate that both freshmen and graduate/professional students tend to be correct less often than other students. These results are not surprising because all freshmen and many graduate students are new to campus, and because many of the questions relate to undergraduate concerns. Further, this result indicates that, among undergraduates, most information gain takes place in the sophomore year. In general, upperclass students do not possess much more information than sophomores; in fact, for some questions, they know less. (See Table 6.)

TABLE 6

STUDENT RESPONSES TO 14 INFORMATIONAL QUESTIONS

- By Class Standing -

TERM DEFINED	PERCENT OF TERMS CORRECTLY DEFINED				
	Freshmen	Sophomores	Juniors	Seniors	Gd/Prof
Prerequisites	97	99	99	99	97
Cumulative GPA*	91	99	95	99	99
Graduation Credits*	83	93	97	95	77
Breadth Rqmts*	71	87	71	87	67
Min. Progress Rqmts	53	57	35	63	51
Peer Counselors	83	93	91	87	93
PELP*	83	95	93	97	71
First Resort	85	91	91	91	79
Peer Advisers*	75	87	91	91	75
EOP*	91	89	93	87	55
Challenging Course*	47	61	81	79	75
The House*	71	61	63	73	43
Pre-Law Advsng*	37	59	47	69	55
People & Places*	25	25	13	25	9

*χ^2 significant at .05 or less

Among staff, "student contact" was the strongest predictor of knowledge of these questions ($t=4.24$, $p<.001$). Staff who had some contact with students were more likely to have higher scores than those who did not have such contact. The only other significant relationship was among staff who were former UC Davis students; these were slightly more likely to have a higher overall information score ($t=2.58$, $p<.01$). Among individual questions, staff who were former students were more likely than those who had not been students to know about PELP, The House, challenging a course, and graduation credits.

Staff's home unit showed an initial relationship to knowledge of some of the questions. Student Services staff members were more likely to know PELP, The House, and People and Places, while staff in academic departments were more likely to know breadth requirements. However, this relationship disappears among staff who had some student contact--academic and Student Services staff with such contact were equally likely to be correct.

B. Resource-Awareness Outcomes

The fact that people can correctly identify a service or term does not necessarily mean they will apply that knowledge. To examine awareness of campus resources, respondents were asked a series of 18 open-ended questions, each beginning: "What campus resource is available to help a student who...." Each respondent was permitted to give up to two answers. There were six

questions for each of the three units selected for study, designed to reflect the specific services and missions of each of them.* The questions were made as unambiguous as possible; however, the facts of campus life make a certain amount of ambiguity inevitable. For the services studied here, at least, overlap between campus departments are the norm rather than the exception.

The results, while scattered and not statistically validated, do suggest that students are slightly more likely to select peer-operated services, while staff are somewhat more likely to select (or to refer students to) formal, staff-run units. (See Table 7.) Students were also slightly more likely than staff to select a student service unit, while staff are more likely to select an academic service. For instance, in response to most advising questions, students were more likely than staff to select peer advisers, while staff were more likely than students to select faculty advisers and faculty members. For counseling questions, students were more likely to select The House, while staff were more likely to select the Counseling Center itself. Staff were also more likely than students to select Student Health Center for counseling problems. For registration and enrollment questions, students were more likely than staff to answer simply with the name "Mrak," while staff were more likely to mention the Registrar's Office specifically. Students were also more likely than staff to select the First Resort for both advising and counseling questions.

Because some University units provide similar services, each question could have more than one correct answer. In order to measure proportions of correct responses, a "Resource-Awareness Score" was created, composed of the number of questions for which respondents gave at least one correct answer. (This score, therefore, has a range of 0-18.)

Based on this score, students were more likely than staff to correctly identify at least one appropriate service for each question. Student respondents' mean score of 9.4 correct responses was significantly higher than the mean staff score of 7.2 ($t=4.7$, $p<.01$).

This difference between the two groups was particularly marked for all six Registrar-related questions, four counseling questions and two advising questions. Thus, students were more aware of appropriate information sources than were staff, and this was particularly true for questions involving essential (Registrar) services.

*A detailed list of student and staff responses to these questions are available upon request to this office.

TABLE 7

SELECTION ON TYPE OF CAMPUS SERVICE

FOR 18 QUESTIONS

-By Student or Staff -

(in percent of responses**)

QUESTION What campus resource is available to help a student who:	PERCENT SELECTING STUDENT SERVICES		PERCENT SELECTING ACADEMIC SERVICES	
	Students	Staff	Students	Staff
ADVISING SERVICES	43	37	63	69
Wants to become better acquainted with the faculty members in his/her major.	31	31	77	71
Is having trouble fitting needed courses into his/her schedule.	53 *	31	67 *	81
Needs help in selecting a course in the natural sciences area.	39	35	67	75
Plans to go to dental school and can't decide on a major.	73	63	33	29
Wants to know which courses in a particular department might be appropriate for non-majors.	23	29	65 *	83
Was ill during a midterm and is being refused permission to take a make-up exam.	47	35	59	63
COUNSELING CENTER	87	79	9	17
Can't decide what kind of career he/she would be happiest in.	81	75	29	29
Is new to campus and doesn't feel comfortable here.	77 *	59	5 *	15
Knows the material in class but freezes during tests.	89 *	75	13 *	25
Often feels angry or depressed.	91	89	1 *	5
Feels very tense and under a great deal of stress.	91	91	3	7
Is having trouble getting along with people.	97	91	1	7

continued...

TABLE 7 page 2

QUESTION What campus resource is available to help a student who:	PERCENT SELECTING STUDENT SERVICES Students		PERCENT SELECTING ACADEMIC SERVICES Staff	Students		Staff
REGISTRAR	77		79	11		13
Needs to file a diploma application.	71		71	35		29
Has lost his/her registration material.	95		95	3		7
Wants to know what day classes begin.	33	*	47	3	*	11
Needs to switch from full-time to part-time student status.	83	*	69	25	*	37
Wants an official list of courses and grades he/she has had at UCD.	97		97	5		3
Has withdrawn from the University and wants a refund of fees already paid.	97		95	3		0
ALL QUESTIONS:	69		65	27		31

* χ^2 significant at .05 or less. Analysis performed on whether respondents did or did not mention a Student Service and an Academic Service.

** Totals sum to more than 100% because multiple responses were permitted.

Among students, women were somewhat more likely than men to cite an appropriate resource ($t=3.4$, $P<.001$); in addition, students were more likely to be correct the longer they had been at UC Davis ($r=.24$, $p<.001$). Among staff members, scores were likely to be higher for those who had had any contact with students ($t=2.5$, $p<.01$).

C. Analysis of Unit Differences

There were two separate levels of analysis of questions about the Registrar's Office, Counseling Center and Advising Services. First, proportions of "correct" responses (intelligence information) were measured--those that gave the name of any appropriate service or unit.[1] Second, the proportion of respondents mentioning the specific unit (marketing information) from which the question was derived was also measured. The overall objective of this analysis was to determine the extent to which the marketing and intelligence information categorization pattern applied to campus service units.

There were distinct differences in students' responses to each unit's questions. In particular, there were large differences in the proportion of

[1] There were several possible answers to most questions. For instance, a student seeking a pre-Dental School major could appropriately seek help from Health Sciences Advising, a Faculty Adviser or someone at a dental school.

students selecting a service of the specific unit, as well as differences in the proportions of correct answers. As Table 8 shows, Registrar-derived questions elicited both the highest rate of correct answers and the highest proportion of unit-specific responses. This response indicates that the Registrar's Office is quite uniformly perceived as the source of information for registration concerns.

The lowest proportion of correct responses was to counseling questions and the lowest proportion of unit-specific responses was to advising questions (21%). Of the three units, advising functions were seen by students to overlap most with other services.

These results appear related to the question of service ambiguity or duplication. This perceived ambiguity is considerably less for Registrar services than for the other two units. It is, in fact, an accurate perception--whereas advising and counseling functions are performed in several different units on campus, the Registrar in general serves alone.

On the other hand, while ambiguity might affect the proportion of unit-specific responses, it would not necessarily affect the proportion of correct responses. The strength of Registrar awareness compared to advising and counseling may provide some support to the assumption that students are more likely to know intelligence-information than marketing-information.

Intelligence-information is specific to the individual; therefore, not all Registrar questions would be Intelligence-Information to all respondents at a specific time. However, many items would be intelligence-information to many students, and some questions--such as how to file a diploma application, or where to get a transcript--will be necessary for nearly all to know eventually. At the same time, advising and counseling questions are all, without exception, marketing-information because they each deal with discretionary choices students may or may not make.

Some points of confusion, while not quantified in the preceding analysis, were evident in the raw data. For instance, the survey turned up frequent confusion between adviser and counselor, between North Hall and South Hall, and between the First Resort and the Last Resort. The term "adviser" also had several different referents, including peer, faculty, department and college advisers.

Some unit names also underwent occasional strange transfigurations. Work-Learn and Career Planning & Placement Center led with eleven different titles, including Career Center, Job Counseling Center, Career Development Center, etc. And while many students knew there was some sort of grievance

TABLE 8

STUDENT RESPONSES TO CAMPUS RESOURCE QUESTIONS

(in percent of respondents)

QUESTION What campus resource is available to help a student who:	Percent Correct*	Percent Mentioning Specific Service**
ADVISING SERVICES		
Wants to become better acquainted with the faculty members in his/her major.	65	21
Is having trouble fitting needed courses into his/her schedule.	63	31
Needs help in selecting a course in the natural sciences area.	51	21
Plans to go to dental school and can't decide on a major.	45	31
Wants to know which courses in a particular department might be appropriate for non-majors.	69	13
Was ill during a midterm and is being refused permission to take a make-up exam.	33	5
AVERAGE	55	21
COUNSELING CENTER		
Can't decide what kind of career he/she would be happiest in.	37	13
Is new to campus and doesn't feel comfortable here.	29	21
Knows the material in class but freezes during tests.	15	13
Often feels angry or depressed.	53	43
Feels very tense and under a great deal of stress.	45	43
Is having trouble getting along with people.	37	33
AVERAGE	35	27

continued...

TABLE 8 page 2

QUESTION What campus resource is available to help a student who:	Percent Correct*	Percent Mentioning Specific Service**
REGISTRAR		
Needs to file a diploma application.	47	50
Has lost his/her registration material.	75	75
Wants to know what day classes begin.	81	79
Needs to switch from full-time to part-time student status.	49	51
Wants an official list of courses and grades he/she has had at UCD.	81	81
Has withdrawn from the University and wants a refund of fees already paid.	59	43
AVERAGE	65	63

*Percent giving at least one correct answer.

** Percent citing the specific unit in question.

procedure on campus, their references were varied and often obscure, including ASUCD Student Relations Board, Academic Appeal Board and the like.

More relevant confusion occurred among different campus units. While some of these ambiguities represent merely duplicate services, others suggest actual misinformation on the part of students. For instance, 24% would go to their College office to file an application for candidacy to graduate rather than to the Registrar's Office.

The data also suggest different levels of knowledge for different unit functions. In particular, questions relating to the Counseling Center indicate that students have a high awareness of the overall general function of the unit, but a relatively low awareness of individual services. This finding suggests that Counseling Center communications have perhaps concentrated too heavily on what may be called "institutional advertising," the intent of which is to familiarize its recipients with the general purposes and functions of the unit. If the Center wanted to increase student familiarity with its individual services, greater emphasis might be placed on those services in the Center's communication process.

CONCLUSION

This survey may be used both as a behavioral study and as an information needs assessment, indicating to some extent where gaps occur in the campus communication system and where the need for better information exists.

The results of this survey suggest that students are selective users of campus information sources. Although students' choices of information sources vary with the issues and the importance of issues at hand, fellow students remain the first information source.

The data underscore the critical role played by certain multi-purpose "mass" publications in the communication system. The General Catalog in particular is clearly a major source of information for students. This publication was most frequently chosen to answer functional and academic questions. The California Aggie was also identified as a regular information source by 78% of the students responding to the survey. Although students use campus publications to get activity information, they do not use this source to find out when or where to go for advising assistance, or to resolve a personal crisis/problem. Printed material is not always a satisfactory form of information transmission, according to students.

In addition, the data show that bulletin boards are widely used as an information source, but they function in a random process that is currently difficult to predict or control; however, its level of use indicates that the operation of a bulletin board system is not an unimportant matter. Thus, by systematizing its use, the bulletin board could significantly improve campus communication.

Student use of radio as an information source was also reviewed through the survey. A large majority of respondents indicated that they were regular radio listeners, but the radio data produced no particular patterns. Seventy-eight per cent said they listen to the radio regularly, with more than 35 different radio stations mentioned. Less than 5% of the respondents listened to the campus radio station, KDVS, in any single time period, thereby indicating its current limitation as a broad information source.

One of the key findings of the study is the lack of clarity about the services and roles of different student services on campus. Some of this ambiguity is unavoidable or merely reflects errors on the part of respondents; however, the extent of confusion may suggest some critical areas in which the Campus might profitably clarify its information.

The problem of ambiguity is one that the Campus itself must solve before the utility of its information services can be fully improved. Unambiguous nomenclature and uniform systems of referral must exist before students can know clearly which services to select; furthermore, the Campus must clarify where it wants students to go for specific help. For instance, there is currently little perceived distinction between the roles of peer and faculty advisers; so long as these two sources of information appear roughly equivalent, students will continue to choose between them on the basis of personal preference rather than complimentary but distinct function. The survey results indicate that students are slightly more likely to select peer-operated services, while staff and faculty are somewhat more likely to select (or refer students to) the formal, staff-run units. This ambiguity may, indeed, be an unexpressed intent of the dual structure, but this assumption is not clearly supported by established policy concerning advising.

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APPENDIX I

Student Questionnaire

CAMPUS INFORMATION PROJECT
research & evaluation office
first floor, south hall
university of california
davis, ca. 95616

The Campus Information System:

Is anybody listening?

Dear Student:

If you sometimes feel you're drowning in written information, you may be right -- and textbooks are only a part of it. Each year, the University publishes a young mountain of brochures, flyers, newsletters, posters and the like, all competing desperately for your attention.

Yet no one knows how well this mass of material reaches its target -- whether students are actually getting the information they need, or whether what they need to know gets buried under the sheer volume of material. The goal of this project is to find out what kinds of campus information students actually receive, and where they generally look for information when they need it.

To help us improve the campus communication system, we are asking you to complete the questionnaire and return it in the enclosed, prepaid envelope. (You can drop it in any campus mail box if you prefer.) The questionnaire is entirely anonymous -- the number at the top allows us to send follow-up letters to those who don't respond, and it will be removed and discarded as soon as the form is received.

If you have any questions about the project, please don't hesitate to call. Thank you for helping.

Sincerely,

Susan Holtzer Jones
Research & Evaluation
752-2035

P.S.: Please don't ask a friend for help answering the questions. What you don't know is important, too -- it tells us which parts of the communication system didn't work. (And you're encouraged to guess if you're not sure of an answer.)

PART I: MEDIA AND PUBLICATION USE. The University uses a variety of media to communicate information to students. The following questions deal with the use of different types of local and campus media.

NEWSPAPERS

1. During the week immediately before this one, on which days did you read each of the following daily newspapers? Circle each number that applies.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cal Aggie	1	2	3	4	5
Davis Enterprise	1	2	3	4	5
Davis Democrat	1	2	3	4	5
Sacramento Bee	1	2	3	4	5
Sacramento Union	1	2	3	4	5
San Francisco Chronicle	1	2	3	4	5
San Francisco Examiner	1	2	3	4	5
Los Angeles Times	1	2	3	4	5
Other:_____	1	2	3	4	5

2. Which section(s) of the newspaper do you read regularly? Circle the number next to each one that applies.

1. News
2. Sports
3. Comics
4. Classified
5. Entertainment
6. Features

RADIO

3. Do you listen to the radio regularly (nearly every day)?

___Yes ___No

4. When do you most often listen? Circle all that apply.

a. In the morning
   --Which station?_____
b. During the day
   --Which station?_____
c. In the evening
   --Which station?_____

OTHER READING

5. How many magazines would you say you read last month?

___ magazines

6. What magazines do you read regularly (more than half the issues each year)?

_____

_____

_____

_____

BULLETIN BOARDS

7. Which campus bulletin boards do you read regularly? (Circle all that apply.)

1. Outside department office
2. In the Union
3. In classroom buildings
4. Near office or workplace
5. Outdoor kiosks

8. Can you remember the last item of information you found out from a bulletin board? If so, please specify what it was:

_____

_____

CAMPUS PUBLICATIONS

9. Which of the following University publications do you currently have in your own room or apartment? (Circle the number next to all that apply.)

1. UCD Catalog
2. Class Schedule & Room Directory
3. Student Directory
4. People and Places
5. Campus Directory
6. Campus Recreation Guide
7. Campus Film Calendar
8. Other:_____
9. Other:_____

CAMPUS INFORMATION

10. For the following list of events held on campus during the year, please circle the appropriate number:

	I knew about this event	I never heard of this event
Anorexia Nervosa Network	1	2
Elton John Concert	1	2
Workshop - "Fat is a Feminist Issue"	1	2
Workshop - "Loss of a Love"	1	2
MBA Admissions Forum	1	2
Minority Women's Lecture Series	1	2
LSAT Preparation Workshop	1	2
Film Series - "Tribute to Alfred Hitchcock"	1	2
Pre-Med/Pre-Dent Interview Skills Workshop	1	2

PART II:

CAMPUS RESOURCES. The University provides a variety of resources to help students with different kinds of questions or problems. We want to know how familiar students are with the range of resources available. Following is a list of reasons why students sometimes seek information or advice at UCD. For each reason:

In the middle column, labeled "Campus Resources," list the UCD resources -- agencies, persons, publications, etc. -- that exist to give students information or advice about the question or problem. Be as specific as you can (for instance, "The Coffee House" instead of "a campus snack bar.")

In the right-hand column, labeled "Campus Experience," circle the number which best characterizes your activities since you came to UCD:

1. I myself, or a close friend, have had this question or problem.
2. I have not had this question or problem.

PROBLEM/ QUESTION What campus resource is available to help a student who:	CAMPUS RESOURCES	CAMPUS EXPERIENCE Have had this question	 Have not had this question
EXAMPLE: Needs to get a part-time job.	Student Employment ASUCD Job Board	(1)	2
1. Wants to become better acquainted with the faculty members in his/her major.		1	2
2. Needs to file a diploma application.		1	2
3. Can't decide what kind of career he/she would be happiest in.		1	2
4. Is having trouble fitting needed courses into his/her schedule.		1	2
5. Is new to campus and doesn't feel comfortable here.		1	2
6. Has lost his/her registration material.		1	2
7. Needs help selecting a course in the natural sciences area.		1	2
8. Knows the material in class but freezes during tests.		1	2
9. Wants to know what day classes begin.		1	2
10. Often feels angry or depressed.		1	2
11. Plans to go to dental school and can't decide on a major.		1	2
12. Needs to switch from full-time to part-time student status.		1	2
13. Wants to know which courses in a particular department might be appropriate for non-majors.		1	2

(continued on next page)

PART II: CAMPUS RESOURCES (continued)

PROBLEM/ QUESTION	CAMPUS RESOURCES	CAMPUS EXPERIENCE: Have had this question	CAMPUS EXPERIENCE: Have not had this question
What Campus resource is available to help a student who:			
14. Feels very tense and under a great deal of stress.	_____ _____	1	2
15. Was ill during a mid-term and is being refused permission to take a make-up exam.	_____ _____	1	2
16. Wants an official list of courses and grades he/she has had at UCD.	_____ _____	1	2
17. Is having trouble getting along with people.	_____ _____	1	2
18. Has withdrawn from the University and wants a refund of fees already paid.	_____ _____	1	2

PART III: SPECIAL TERMINOLOGY. The University often uses special terms -- initials, phrases, etc. -- to describe elements of campus life. We want to know if students customarily understand this special vocabulary. In the following set of multiple-choice questions, please circle the letter next to the answer which best defines the underlined term. If you have never heard of the word or phrase, circle "e". Please circle only one letter.

1. The First Resort is:

a. a place to get advice from professional psychologists.
b. a place to get academic advice from other students.
c. the restaurant/bar in the Memorial Union.
d. a place for high school students to get information about UCD.
e. I have never heard of the First Resort.

2. PELP is:

a. People Helping People - a student-run counseling program.
b. the Physics/Engineering Learning Program - a combined major program.
c. the Planned Educational Leave Program - to allow students to leave school temporarily.
d. the Physical Education for Life Program - an undergraduate recreation/fitness program.
e. I have never heard of PELP.

3. Peer Counselors are:

a. students who help other students with personal problems.
b. faculty members who give students academic advice.
c. professional psychologists who help students with personal problems.
d. law students who provide free legal advice to other students.
e. I have never heard of peer counselors.

4. A student may challenge a course if s/he:

a. thinks his/her grade is unfair or inaccurate.
b. Wants to try to earn credit for the course without taking it.
c. wants to replace a required course with a different course.
d. Thinks a course contains incorrect and/or biased material.
e. I have never heard of challenging a course.

5. The House is:

a. a place to get help with personal problems from professional psychologists.
b. a special residence hall for international students.
c. a place to get help with personal problems from other students.
d. a student-run snack bar in the Union.
e. I have never heard of The House.

6. The number of credits required for graduation are:

a. 150
b. 160
c. 170
d. 180

7. Pre-Law Advising Services is for:

a. students who have been accepted to law school.
b. students majoring in Pre-Law at UCD.
c. high school students who want to major in pre-law at UCD.
d. UCD students who want to find out about law school.
e. I have never heard of Pre-Law Advising Services.

8. EOP is:

a. the Education Overseas Program for study in a foreign country.
b. the Early Orientation Program held during the summer for incoming freshmen.
c. the Energy Oversight Program to monitor and control excessive energy use on campus.
d. the Educational Opportunity Program for disadvantaged students.
e. I have never heard of EOP.

9. Peer Advisers are:

a. faculty members who help students with academic questions or problems.
b. professional psychologists who help students with personal problems.
c. students who help other students with academic problems.
d. students who help other students with personal problems.
e. I have never heard of Peer Advisers.

10. Prerequisites are:

a. courses which must be taken before taking a more advanced course.
b. high school courses required for admission to UCD.
c. courses taken to fulfill the requirements for a major.
d. passing scores on proficiency tests, such as English Composition.
e. I have never heard of prerequisites.

11. People and Places is the official name for:

a. the UCD Student Handbook
b. the UCD Catalog
c. the campus telephone directory
d. the ASUCD Guide to Student Organizations.
e. I have never heard of People and Places.

12. Breadth requirements are:

a. high school courses required for admission to UCD.
b. courses required for an academic major.
c. courses required outside the major field.
d. remedial courses required to improve college skills.
e. I have never heard of breadth requirements.

13. The Cumulative GPA is:

a. the grade-point average of all courses being taken during the current quarter.
b. the grade-point average of all courses taken up to the present time.
c. the high school grade-point average.
d. the minimum grade-point average required for graduation.
e. I have never heard of cumulative GPA.

14. A students who has not fulfilled the minimum progress requirements:

a. lacks required high school courses for admission to UCD.
b. lacks required college courses for admission to UCD as a transfer student.
c. lacks enought UCD credits for the number of quarters he/she has been enrolled.
d. has not maintained at least a 2.0 grade-point average.
e. I have never heard of minimum progress requirements.

PART IV: INFORMATION USE. People use different types of information sources for different reasons. For the following questions, circle the number indicating which information source you would be most likely to use first if you needed an answer to that question. Circle only one number.

Where would you go to find out:	Cal Aggie faculty member	other campus publication	fellow student	campus office	individual staff member
1. what movies are playing on campus tonight.	1	2	3	4	5	6
2. what courses will fulfill the humanities requirement.	1	2	3	4	5	6
3. how to get a part-time job in your field.	1	2	3	4	5	6
4. where to buy a cheap used bicycle.	1	2	3	4	5	6
5. what to do about test-taking problems.	1	2	3	4	5	6
6. what to do about frequently putting off important tasks or decisions.	1	2	3	4	5	6
7. what to do about flunking a chemistry midterm.	1	2	3	4	5	6
8. how to replace a roommate who has moved out.	1	2	3	4	5	6
9. the deadline for dropping a course.	1	2	3	4	5	6
10. how to make more friends.	1	2	3	4	5	6
11. where to get photography lessons.	1	2	3	4	5	6
12. what to do about feeling depressed a lot of the time.	1	2	3	4	5	6
13. how a sophomore can get into an upperclass course.	1	2	3	4	5	6
14. whether you would enjoy majoring in psychology.	1	2	3	4	5	6
15. how to solve child-care problems.	1	2	3	4	5	6

PART V: BACKGROUND INFORMATION

1. What is your sex? ___Male ___Female

2. What is your age? ___ years old

3. What is your class standing?
   - ___Freshman
   - ___Sophomore
   - ___Junior
   - ___Senior
   - ___Graduate/Professional

4. How many quarters have you been at UCD?
   ___ quarters

5. What is your major? _____

6. What is your current overall GPA? (If you're not sure, please guess.) _____

7. What is your ethnic background?
   - ___White
   - ___Black/Afro-American
   - ___Asian
   - ___Hispanic
   - ___American Indian

8. Are you a citizen of the United States?
   ___Yes ___No

9. Where do you live while attending UCD?
   - ___in a residence hall or university-affiliated housing
   - ___in an off-campus apartment, house, trailer, etc.

10. Are you employed during the school year?
    - ___employed full-time
    - ___employed part-time
    - ___not employed

11. If you are employed during the school year, where do you work?
    - ___on campus
    - ___off campus

12. What extracurricular activities do you participate in regularly or often at UCD?

_____

_____

_____

_____

APPENDIX II--Faculty/Staff Questionnaire

campus information survey

PART I

CAMPUS RESOURCES. The University provides a variety of resources to help students with different kinds of questions or problems. We want to know how familiar University staff members are with the range of resources available. Following is a list of reasons why students sometimes seek information or advice at UCD. For each reason:

In the middle column, labeled "Campus Resources," list the UCD resources -- units, persons, publications, etc. -- that exist to give students information or advice about the question or problem. Be as specific as you can (for instance, "The Coffee House" instead of "a campus snack bar.")

In the right-hand column, labeled "Campus Experience," indicate whether you have ever been asked by a student for help or referral about the question or problem.

PROBLEM/ QUESTION What campus resource is available to help a student who:	CAMPUS RESOURCES	CAMPUS EXPERIENCE Have been asked	 Have not been asked
EXAMPLE: Needs to get a part-time job.	Student Employment Office ASUCD Job Board	(1)	2
1. Wants to become better acquainted with the faculty members in his/her major.		1	2
2. Needs to file a diploma application.		1	2
3. Can't decide what kind of career he/she would be happiest in.		1	2
4. Is having trouble fitting needed courses into his/her schedule.		1	2
5. Is new to campus and doesn't feel comfortable here.		1	2
6. Has lost his/her registration material.		1	2
7. Needs help selecting a course in the natural sciences area.		1	2
8. Knows the material in class but freezes during tests.		1	2
9. Wants to know what day classes begin.		1	2
10. Often feels angry or depressed.		1	2
11. Plans to go to dental school and can't decide on a major.		1	2
12. Needs to switch from full-time to part-time student status.		1	2
13. Wants to know which courses in a particular department might be appropriate for non-majors.		1	2

(continued on next page)

PART I: CAMPUS RESOURCES (continued)	PROBLEM/ QUESTION	CAMPUS RESOURCES	CAMPUS EXPERIENCE	
	What campus resource is available to help a student who:		Have been asked	Have not been asked
	14. Feels very tense and under a great deal of stress.	_____ _____	1	2
	15. Was ill during a mid-term and is being refused permission to take a make-up exam.	_____ _____	1	2
	16. Wants an official list of courses and grades he/she has had at UCD.	_____ _____	1	2
	17. Is having trouble getting along with people.	_____ _____	1	2
	18. Has withdrawn from the University and wants a refund of fees already paid.	_____ _____	1	2

PART II SPECIAL TERMINOLOGY. The University often uses special terms -- initials, phrases, etc. -- to describe elements of campus life. We want to know if members of the campus community customarily understand this special vocabulary. In the following set of multiple-choice questions, please circle the letter next to the answer which best defines the underlined term. If you have never heard of the word or phrase, circle "e". Please circle only one letter.

The First Resort is:

1. a. a place to get advice from professional psychologists.
   b. a place to get academic advice from other students.
   c. the restaurant/bar in the Memorial Union.
   d. a place for high school students to get information about UCD.
   e. I have never heard of the First Resort.

2. PELP is:

   a. People Helping People - a student-run counseling program.
   b. the Physics/Engineering Learning Program - a combined major program.
   c. the Planned Educational Leave Program - to allow students to leave school temporarily.
   d. the Physical Education for Life Program - an undergraduate recreation/fitness program.
   e. I have never heard of PELP.

3. Peer Counselors are:

   a. students who help other students with personal problems.
   b. faculty members who give students academic advice.
   c. professional psychologists who help students with personal problems.
   d. law students who provide free legal advice to other students.
   e. I have never heard of peer counselors.

4. A student may challenge a course if s/he:

   a. thinks his/her grade is unfair or inaccurate.
   b. Wants to try to earn credit for the course without taking it.
   c. wants to replace a required course with a different course.
   d. thinks a course contains incorrect and/or biased material.
   e. I have never heard of challenging a course.

5. The House is:

a. a place to get help with personal problems from professional psychologists.
b. a special residence hall for international students.
c. a place to get help with personal problems from other students.
d. a student-run snack bar in the Union.
e. I have never heard of The House.

6. The number of credits required for graduation are:

a. 150
b. 160
c. 170
d. 180

7. Pre-Law Advising Services is for:

a. students who have been accepted to law school.
b. students majoring in Pre-Law at UCD.
c. high school students who want to major in pre-law at UCD.
d. UCD students who want to find out about law school.
e. I have never heard of Pre-Law Advising Services.

8. EOP is:

a. the Education Overseas Program for study in a foreign country.
b. the Early Orientation Program held during the summer for incoming freshmen.
c. the Energy Oversight Program to monitor and control excessive energy use on campus.
d. the Educational Opportunity Program for disadvantaged students.
e. I have never heard of EOP.

9. Peer Advisers are:

a. faculty members who help students with academic questions or problems.
b. professional psychologists who help students with personal problems.
c. students who help other students with academic problems.
d. students who help other students with personal problems.
e. I have never heard of Peer Advisers.

10. Prerequisites are:

a. courses which must be taken before taking a more advanced course.
b. high school courses required for admission to UCD.
c. courses taken to fulfill the requirements for a major.
d. passing scores on proficiency tests, such as English Composition.
e. I have never heard of prerequisites.

11. People and Places is the official name for:

a. the UCD Student Handbook
b. the UCD Catalog
c. the campus telephone directory
d. the ASUCD Guide to Student Organizations.
e. I have never heard of People and Places.

12. Breadth requirements are:

a. high school courses required for admission to UCD.
b. courses required for an academic major.
c. courses required outside the major field.
d. remedial courses required to improve college skills.
e. I have never heard of breadth requirements.

13. The Cumulative GPA is:

a. the grade-point average of all courses being taken during the current quarter.
b. the grade-point average of all courses taken up to the present time.
c. the high school grade-point average.
d. the minimum grade-point average required for graduation.
e. I have never heard of cumulative GPA.

14. A students who has not fulfilled the minimum progress requirements:

a. lacks required high school courses for admission to UCD.
b. lacks required college courses for admission to UCD as a transfer student.
c. lacks enought UCD credits for the number of quarters he/she has been enrolled.
d. has not maintained at least a 2.0 grade-point average.
e. I have never heard of minimum progress requirements.

PART III: BACKGROUND INFORMATION

1. What is your sex?

___Male ___Female

2. What is your job classification?

___Faculty
___Management
___Professional/Technical
___Clerical/Administrative
___Other

3. How many years have you been employed at UCD?

___ years

4. Where you ever a student at UCD before being employed here?

___Yes ___ No

5. How many campus committees and/or Work Groups have you served on in the last year?

____ committees/work groups

6. What type of department or unit do you work in?

___academic department
___research unit
___student service unit
___administrative unit
___other (specify)_____

7. What is your ethnic background?

___White
___Black/Afro-American
___Asian
___Hispanic
___American Indian

8. How many students did you come into contact with as part of your job yesterday? (If yesterday was a non-working day, please respond with the most recent working day.)

_____ students

APPENDIX III

RESPONDENT CHARACTERISTICS
(in percent)

STUDENTS

Sex:	
Male	46.0
Female	54.0
Age:	
17	0.3
18	13.1
19	20.8
20	15.6
21	13.1
22	12.5
23-30	20.9
30+	3.7
Class Standing:	
Freshman	18.1
Sophomore	20.8
Junior	19.7
Senior	23.6
Grad/Professional	17.8
Quarters at UCD:	
1-3	30.0
4-6	29.4
7-9	20.2
10-12	13.7
13+	6.7
Major Field:	
Ag./Consumer Sci	20.5
Phys/Bio Sci	25.7
Engineering	14.5
Social/Behav. Sci	16.5
Humanities	9.8
Undeclared	9.5
Professional Sch.	3.5

GPA:	
Under 2.00	1.4
2.00-2.50	16.0
2.51-3.00	28.8
3.01-3.50	33.6
3.51-4.00	20.2
Ethnicity:	
White	84.4
Black	1.4
Asian-American	11.0
Hispanic	2.0
American Indian	1.2
U.S. Citizen	
Yes	94.7
No	5.3
Local Residence:	
University Housing	28.8
Off-campus	71.2
Employment:	
Full-time	3.9
Part-time	43.3
Not employed	52.8
Place of Employment:	
On-Campus	69.4
Off-Campus	30.6

continued...

FACULTY AND STAFF

Sex:	
Male	57.9
Female	42.1
Job Classification:	
Faculty	27.8
Management	6.0
Professional/ Technical	24.5
Clerical/ Administrative	19.2
Other	22.5
Years at UCD:	
1	22.0
2	13.3
3-5	16.0
6-10	22.4
11-20	19.4
21+	6.9
Former UCD Student:	
Yes	31.5
No	68.5
Committees Served On:	
None	71.1
1	13.8
2-4	10.4
5+	4.7
Type of Unit:	
Academic Dept.	52.6
Research Unit	20.4
Student Services	7.2
Administrative	11.2
Other	8.6
Ethnicity:	
White	85.4
Black/Afro-American	0.7
Asian	7.6
Hispanic	4.2
American Indian	2.1
Student Contact:	
None	34.9
1-5 Students	26.3
More than 6 Students	38.8